ENGLISH LANGUAGE

Preparatory 2 — Lesson Preparation Book

Prepared by

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Units Covered	Gen Alpha, My Digital Footprint, Facing Challenges, Art and Expression, Around the World, Young Innovators
Total Lessons	36 Lessons
Subject	English Language

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 1**
Lesson Name	**Meet Gen Alpha**
Pages	**pp. 14-16**
Title	**Meet Gen Alpha**

Lesson 1: Meet Gen Alpha

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of the text about Gen Alpha as digital natives.
- Extract specific details about how Gen Alpha uses technology in daily life.
- Use context clues to understand vocabulary: digital native, trends, emojis, screen time, balance, generation

❋ Teaching Strategies

- Guided reading with annotation
- Think-Pair-Share on "What does 'digital native' mean?"
- Vocabulary matching game

⚙ Resources Needed

- Printed text: "Gen Alpha: The Young Digital Natives"
- Flashcards: digital native, trends, emojis, screen time, balance, generation
- Whiteboard for mind map: "Gen Alpha's Digital Life"

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What does the word 'generation' mean to you?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
digital native	*e.g., "That's a great example of digital native."*
trends	*e.g., "That's a great example of trends."*
emojis	*e.g., "That's a great example of emojis."*
screen time	*e.g., "That's a great example of screen time."*
balance	*e.g., "That's a great example of balance."*
generation	*e.g., "That's a great example of*

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New Word	Example
	generation."

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*They learn to use technology before they can read,*
Target Language Structure	*They are constantly discovering new trends,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-5 (main idea, social media use, why called "digital natives", how they express feelings, what parents are balancing). • Match words to meanings (Q4).	• In pairs, ask: "Do you think you are more like Gen Z or Gen Alpha? Why?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is it important to balance screen time?"
- Emphasize: "Being born into tech doesn't mean you don't need guidance."
- Teacher summarizes: "Gen Alpha isn't just using tech — they're shaping how we all communicate."

✒ E) Home Assignment

- Write 5 sentences about Gen Alpha:
- Gen Alpha is called digital natives because…
- They use emojis instead of words because.
- Parents try to balance..

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 2**
Lesson Name	**Gen Alpha's Digital Life**
Pages	**pp. 17-18**
Title	**Gen Alpha's Digital Life**

Lesson 2: Gen Alpha's Digital Life

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of an audio text about Gen Alpha's screen time and parental concerns.
- Match target vocabulary: balance, limit, emojis to their definitions.
- Listen for specific details about Gen Alpha's daily tech use and parental strategies.

❋ Teaching Strategies

- Predictive listening: "What might the podcast say about Gen Alpha?"
- Jigsaw listening: assign groups to listen for different facts
- Grammar focus: Present Continuous vs. Present Simple

⚙ Resources Needed

- Audio recording: "Gen Alpha's Digital Life"
- Worksheet with True/False tasks (p.17)
- Flashcards: balance, limit, emojis

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- How do Gen Alpha kids communicate?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
balance	*e.g., "That's a great example of balance."*
limit	*e.g., "That's a great example of limit."*
emojis	*e.g., "That's a great example of emojis."*

2. New Structure (Grammar Examples)

Structure	Example
Present Continuous Tense	*They are using smartphones.*

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Structure	Example
Present Continuous Tense	*Parents are trying to limit screen time.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Listen and choose correct meanings (Q1-3). • True/False (Q3).	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why do parents want to limit screen time?"
- Highlight: "It's not about banning tech — it's about balance."
- Quick quiz: "Which sentence shows a current action? 'She uses a tablet' or 'She is using a tablet'?"

✒ E) Home Assignment

- Write 5 sentences using present continuous tense about yourself or Gen Alpha:
- I am using my phone right now to...
- Gen Alpha children are watching short videos because...
- My mom is trying to limit my screen time by.

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 3**
Lesson Name	**The Digital Bridge**
Pages	**pp. 19-20**
Title	**The Digital Bridge**

Lesson 3: The Digital Bridge

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a text comparing Gen Z and Gen Alpha.
- Use context clues to understand vocabulary: connect, include, common, far apart, digital language.
- Explain how technology unites Gen Z and Gen Alpha despite age differences.

❋ Teaching Strategies

- Guided reading with annotation
- Venn diagram activity: Gen Z vs. Gen Alpha
- Sentence building with connectors

⚙ Resources Needed

- Printed text: "The Gen Z-Alpha Bridge"
- Flashcards: connect, include, common, far apart, digital language
- Venn diagram worksheet

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Who is older — Gen Z or Gen Alpha? How old are they?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
connect	*e.g., "That's a great example of connect."*
include	*e.g., "That's a great example of include."*
common	*e.g., "That's a great example of common."*
far apart	*e.g., "That's a great example of far apart."*
digital language	*e.g., "That's a great example of digital language."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*They speak the same digital language.*
Target Language Structure	*Although Gen Z is older, both generations...*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Choose correct answers (Q1—4). • Match words to meanings (Q4).	• In pairs, complete Venn diagram: What do Gen Z and Gen Alpha have in common?

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Can a 12-year-old and a 7-year-old really understand each other?"
- Emphasize: "Shared tech tools create shared experiences."
- Summarize: "Technology isn't dividing generations — it's connecting them."

✒ E) Home Assignment

- Write 5 sentences using "although" or "but":
- Although Gen Alpha is younger, they use the same apps as Gen Z.
- Gen Z knows more history, but Gen Alpha knows more TikTok trends.
- Although they are far apart in age, they both care about the environment.

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — The Creative Fair**
Pages	**pp. 21-22**
Title	**Story Time — The Creative Fair**

Lesson 4: Story Time — The Creative Fair

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in the story "The Creative Fair'.
- Match abstract values: identity, passionate, permission, curious, fair, special to their definitions.
- Answer literal and inferential questions about Amal's choices.

❋ Teaching Strategies

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Amal building her robot

⚙ Resources Needed

- Printed story text
- Value cards: identity, passionate, permission, curious, fair, special
- Post-it notes for "I felt this when..."

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever been told you were strange for doing something different?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
identity	*e.g., "That's a great example of identity."*
passionate	*e.g., "That's a great example of passionate."*
permission	*e.g., "That's a great example of permission."*
curious	*e.g., "That's a great example of curious."*
fair	*e.g., "That's a great example of fair."*
special	*e.g., "That's a great example of special."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Your identity is what makes you special. Never be afraid to express who you are.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Match words to meanings (Q3). • Multiple choice (Q4).	• Answer critical thinking Q1-8 (p.22).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they felt proud for being themselves.
- Teacher connects: "Amal didn't just build a robot — she built courage."
- Summarize: "True creativity comes from being brave enough to be yourself — even online."

✒ E) Home Assignment

- Write a paragraph: "I am proud of myself because...". Use at least 3 target words. Explain how being different helped you

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 5**
Lesson Name	**Finding Balance (Let's Talk)**
Pages	**pp. 23-24**
Title	**Finding Balance (Let's Talk)**

Lesson 5: Finding Balance (Let's Talk)

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: balance, connect, digital habits, generation, smartphone, trends, screen time.
- Understand conversational phrases for polite disagreement: "That's true, but...", "I get it, but...", "I understand, but...".
- Listen for details in an interview about screen time management.

✳ Teaching Strategies

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Polite disagreement phrase practice

⚙ Resources Needed

- Printed interview transcript: "Finding Balance"
- Phrase flashcards: "That's true, but...", "I get it, but..." "I understand, but..."
- Scenario cards: "You play games for 5 hours a day"

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- What do you think Saja means by 'don't let it control you'?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
balance	*e.g., "That's a great example of balance."*
connect	*e.g., "That's a great example of connect."*
digital habits	*e.g., "That's a great example of digital habits."*
generation	*e.g., "That's a great example of generation."*
smartphone	*e.g., "That's a great example of*

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New Word	Example
	smartphone."
trends	*e.g., "That's a great example of trends."*

2. New Structure (Grammar Examples)

Structure	Example
Present Continuous Tense	*I put my phone away during meals,*
Present Continuous Tense	*Don't let it control you.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, role-play: "One person says 'I love my phone!' The other responds politely with a suggestion."

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on politeness.
- Teacher highlights: "You can disagree without being rude."
- Summarize: "Smart tech use isn't about quitting — it's about choosing wisely."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends discussing screen time. Use at least 3 target vocabulary words and 2 polite disagreement phrases.

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Unit	**Unit 1: Gen Alpha**
Lesson No.	**Lesson 6**
Lesson Name	**A Day in the Life of a Gen Alpha Teen**
Pages	**pp. 24-25**
Title	**A Day in the Life of a Gen Alpha Teen**

Lesson 6: A Day in the Life of a Gen Alpha Teen

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: trends, emojis, digital, screen time, balance, common, include, smartphones, connect, games.
- Write a clear, coherent blog post (80-100 words) using target structures.
- Structure writing with topic sentence, supporting details, and closing thought.

❋ Teaching Strategies

- Model blog analysis: "A Day in the Life of a Gen Alpha Teen"
- Sentence starter support
- Peer editing checklist

⚙ Resources Needed

- Sample blog post (p.25)
- Word bank flashcards
- Punctuation rule poster

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What makes this sound like a Gen Alpha teen wrote it?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
school	*e.g., "That's a great example of school."*
after-school	*e.g., "That's a great example of after-school."*
days	*e.g., "That's a great example of days."*
pronoun "'	*e.g., "That's a great example of pronoun "'."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*A Day in the Life of a Gen Alpha Teen*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q1-9). • Guided writing: Use sentence starters:	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'balance' and 'connect' perfectly!"

✒️ E) Home Assignment

- Write your own 90-100 word blog post: "A Day in the Life of a Gen Alpha Teen." Use at least 6 words from the word bank. End with a reflection on identity or balance.

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 1**
Lesson Name	**Protecting Your Privacy in the Digital Age**
Pages	**pp. 28-29**
Title	**Protecting Your Privacy in the Digital Age**

Lesson 1: Protecting Your Privacy in the Digital Age

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a text about digital privacy and online safely.
- Extract specific details about how to protect personal data and create strong passwords.
- Use context clues to understand vocabulary: digital footprint, privacy, secure, password, data, trace, setting

❋ Teaching Strategies

- Guided reading with annotation
- Think-Pair-Share on "What is your digital footprint?"
- Vocabulary matching game

⚙ Resources Needed

- Printed text: "Protecting Your Privacy in the Digital Age"
- Flashcards: digital footprint, privacy, secure, password, data, trace, setting
- Whiteboard for mind map: "How to Stay Safe Online"

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Do you know what a digital footprint is? What do you think it means?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
digital footprint	*e.g., "That's a great example of digital footprint."*
privacy	*e.g., "That's a great example of privacy."*
secure	*e.g., "That's a great example of secure."*
password	*e.g., "That's a great example of password."*
data	*e.g., "That's a great example of data."*
trace	*e.g., "That's a great example of trace."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Everything you do online leaves a trace,*
Target Language Structure	*Think before you share,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-5 (main idea, definition of digital footprint, importance of strong passwords, antonym of careless, impact of online actions). • Match words to meanings (Q4).	• In pairs, discuss: "What would you never post online? Why?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is it hard to remove something once it's online?"
- Emphasize: "Your digital footprint lasts forever — choose wisely."
- Teacher summarizes: "Protecting your privacy isn't optional — it's essential."

✒ E) Home Assignment

- Write sentences about protecting your digital footprint:
- I must use a strong password because...
- I shouldn't share my address because.
- I check my privacy settings so that...

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 2**
Lesson Name	**Staying Safe Online**
Pages	**pp. 30-31**
Title	**Staying Safe Online**

Lesson 2: Staying Safe Online

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of an audio text about online safety.
- Match target vocabulary: private, trusted, experience, adult to their definitions.
- Listen for specific details about safe online behavior.

❋ Teaching Strategies

- Predictive listening: "What advice might the podcast give?"
- Jigsaw listening: assign groups to listen for different tips
- Grammar focus: should/shouldn't for advice

⚙ Resources Needed

- Audio recording: "Online Safety" podcast
- Worksheet with matching and True/False tasks (p.30)
- Flashcards: private, trusted, experience, adult

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What is a digital footprint?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
private	*e.g., "That's a great example of private."*
trusted	*e.g., "That's a great example of trusted."*
experience	*e.g., "That's a great example of experience."*
adult	*e.g., "That's a great example of adult."*

2. New Structure (Grammar Examples)

Structure	Example
Should / Shouldn't for Advice	*You should study before playing.*

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Structure	Example
Should / Shouldn't for Advice	*You shouldn't waste your time.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Match words to meanings (Q3). • True/False (Q4).	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is it dangerous to trust strangers online?"
- Highlight: "Just because someone seems nice doesn't mean they are safe."
- Quick quiz: "Which sentence gives advice? 'You can go' or 'You should go'?"

✒ E) Home Assignment

- Write 5 sentences giving advice using should/shouldn't:
- You should never share your password.
- You shouldn't click on links from strangers.
- You should tell an adult if something feels wrong.

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 3**
Lesson Name	**Managing Your Online Data**
Pages	**pp. 32-33**
Title	**Managing Your Online Data**

Lesson 3: Managing Your Online Data

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a text about social media and digital footprints.
- Use context clues to understand vocabulary: clue, collect, forever, online identity.
- Explain the difference between active and passive digital footprints.

❋ Teaching Strategies

- Guided reading with annotation
- Venn diagram: Active vs. Passive Footprints
- Cause-and-effect chain activity

⚙ Resources Needed

- Printed text: "Social Media and Your Digital Footprint"
- Flashcards: clue, collect, forever, online identity
- Venn diagram worksheet

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever posted something you later regretted?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
clue	*e.g., "That's a great example of clue."*
collect	*e.g., "That's a great example of collect."*
forever	*e.g., "That's a great example of forever."*
online identity	*e.g., "That's a great example of online identity."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*Practice using today's key vocabulary in a full sentence.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-3 (difference between footprints, risks of posting, importance of footprint). • True/False (Q4).	• In pairs, complete Venn diagram comparing active and passive footprints.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Can you erase your past online? Why not?"
- Emphasize: "Your online identity is built every time you click, like, or comment."
- Summarize: "Be kind. Be smart. Be yourself — but remember, it's permanent."

✒ E) Home Assignment

- Write 5 sentences using "because" or "so":
- I don't post my school name because people might find me.
- I use a nickname so strangers won't know who I am.
- I check my privacy settings because I want to stay safe.

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — Never Stop Trying**
Pages	**pp. 34-35**
Title	**Story Time — Never Stop Trying**

Lesson 4: Story Time — Never Stop Trying

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in Chapter Two of "The Little Inventor'.
- Match abstract values: perseverance, empathy, trusted, permission to their definitions.
- Answer literal and inferential questions about Amal's challenges.

❋ Teaching Strategies

- Story mapping: Problem — Response — Solution
- Value sorting: Which quality helped Amal most?
- Drama: Act out Amal fixing her robot

⚙ Resources Needed

- Printed story text
- Value cards: perseverance, empathy, trusted, permission
- Post-it notes for "I felt this when..."

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever tried to build something and it didn't work at first?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
perseverance	*e.g., "That's a great example of perseverance."*
empathy	*e.g., "That's a great example of empathy."*
trusted	*e.g., "That's a great example of trusted."*
permission	*e.g., "That's a great example of permission."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*It's okay to make mistakes.*
Target Language Structure	*Amal never copied others' work without permission.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Multiple choice (Q3), • Answer open-ended questions (Q4).	• Answer critical thinking Q1-2 (p.35).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they kept trying after failing.
- Teacher connects: "Being brave online means respecting others' work and being honest."
- Summarize: "Real success comes from effort — not perfection."

✒ E) Home Assignment

- Write a paragraph: "I kept trying when...". Use at least 3 target words. Explain what you learned.

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 5**
Lesson Name	**Staying Safe Online — A Conversation (Let's Talk)**
Pages	**pp. 36-37**
Title	**Staying Safe Online — A Conversation (Let's Talk)**

Lesson 5: Staying Safe Online — A Conversation (Let's Talk)

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: account, hack, password, privacy, scary, secure, trace, believe, it is important.
- Understand conversational phrases for polite disagreement: "That's true, but...", "I agree, but...".
- Listen for details in a conversation about digital habits.

❋ Teaching Strategies

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Polite disagreement phrase practice

⚙ Resources Needed

- Printed conversation: "Staying Safe Online"
- Phrase flashcards: "That's true, but...", "I believe...", "It is important..."
- Scenario cards: "Someone asks for your password"

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What does 'hack' mean? Have you heard of someone's account being hacked?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
account	*e.g., "That's a great example of account."*
hack	*e.g., "That's a great example of hack."*
password	*e.g., "That's a great example of password."*
privacy	*e.g., "That's a great example of privacy."*
scary	*e.g., "That's a great example of scary."*

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New Word	Example
secure	*e.g., "That's a great example of secure."*

2. New Structure (Grammar Examples)

Structure	Example
Present Simple Tense	*Once it's online, it stays online forever.*
Present Simple Tense	*Passwords should be changed often.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, role-play: "One person says 'I don't care about my password.' The other responds politely with advice,"

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on politeness.
- Teacher highlights: "You can disagree without being rude."
- Summarize: "Smart users protect themselves — not because they're scared, but because they're responsible."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends discussing online safety. Use at least 5 target vocabulary words and 2 polite disagreement phrases.

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Unit	**Unit 2: My Digital Footprint**
Lesson No.	**Lesson 6**
Lesson Name	**Digital Detective Tips**
Pages	**p. 38**
Title	**Digital Detective Tips**

Lesson 6: Digital Detective Tips

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: privacy, password, data, trace, share, trusted, secure, settings, adult, footprint, updates, experience.
- Write clear, organized tips for staying safe online using target structures.
- Use imperative form correctly: "Don't share...", "Always check...".

❋ Teaching Strategies

- Model tip-writing: "Top 5 Rules for Online Safety"
- Peer editing checklist
- Tip ranking: "Which is the MOST important?"

⚙ Resources Needed

- Sample tip list (p.38)
- Word bank flashcards
- Punctuation rule poster

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What's wrong here?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
privacy	*e.g., "That's a great example of privacy."*
password	*e.g., "That's a great example of password."*
data	*e.g., "That's a great example of data."*
trace	*e.g., "That's a great example of trace."*
share	*e.g., "That's a great example of share."*
trusted	*e.g., "That's a great example of trusted."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*...because it keeps you safe.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete danger/tip chart (Q1). • Guided writing: Write 3 tips using sentence starters:	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Volunteers read tips aloud. Class votes: "Most helpful tip?"
- Teacher highlights: "Good advice saves you from big problems."
- Summarize: "You're not just a user — you're a digital detective. Protect yourself!"

✒ E) Home Assignment

- Write 5 clear tips to stay safe online. Use at least 6 target words. Present one to your family and write down their reaction.

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 1**
Lesson Name	**Overcoming Challenges**
Pages	**pp. 42-43**
Title	**Overcoming Challenges**

Lesson 1: Overcoming Challenges

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a motivational text about overcoming a challenge.
- Extract specific details about how Soha overcame her grammar difficulties
- Use context clues to understand vocabulary related to perseverance: determination, courage, obstacle, challenge, discouraged.

❋ Teaching Strategies

- Guided reading with annotation
- Think-Pair-Share on "What's your biggest challenge?"
- Vocabulary matching game

⚙ Resources Needed

- Printed text: "Soha's Grammar Journey"
- Flashcards: determination, courage, obstacle, challenge, discouraged, progress
- Whiteboard for timeline: "Soha's Path to Success"

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What's something you found hard to learn? How did you feel?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
determination	*e.g., "That's a great example of determination."*
courage	*e.g., "That's a great example of courage."*
obstacle	*e.g., "That's a great example of obstacle."*
challenge	*e.g., "That's a great example of challenge."*
discouraged	*e.g., "That's a great example of discouraged."*
progress	*e.g., "That's a great example of progress."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*She showed determination,*
Target Language Structure	*Each grammar rule felt like an obstacle,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1—4 (main challenge, how she showed determination, what helped her, how she felt after passing). • Match words to meanings (Q6).	• In pairs, discuss: "Have you ever felt discouraged about school? What did you do?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is it important to ask for help?"
- Emphasize: "Progress isn't always fast — but persistence wins."
- Teacher summarizes: "Challenges don't define us — our response does."

✒ E) Home Assignment

- Write 5 sentences about a time you faced a challenge:
- I had trouble with.
- At first, I felt...
- Then I decided to.

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 2**
Lesson Name	**Advice for Facing Challenges**
Pages	**pp. 44-45**
Title	**Advice for Facing Challenges**

Lesson 2: Advice for Facing Challenges

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea and supporting details in a spoken story about facing a challenge.
- Match target vocabulary: challenge, determined, defeated, race, training to their definitions.
- Listen for specific details about Laila's preparation and feelings during the race.

❋ Teaching Strategies

- Predictive listening: "What might happen in a long-distance race?"
- Jigsaw listening: assign groups to listen for different details
- Grammar focus: Past Simple vs. Past Continuous

⚙ Resources Needed

- Audio recording: "Laila's Race Story"
- Worksheet with True/False and multiple-choice tasks (p.45)
- Flashcards: challenge, determined, defeated, race, training

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What does 'determination' mean?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
challenge	*e.g., "That's a great example of challenge."*
determined	*e.g., "That's a great example of determined."*
defeated	*e.g., "That's a great example of defeated."*
race	*e.g., "That's a great example of race."*
training	*e.g., "That's a great example of training."*

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2. New Structure (Grammar Examples)

Structure	Example
Past Simple Tense	*She was running when she fell.*
Past Simple Tense	*I was studying when the phone rang.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Match words to meanings (Q2). • True/False (Q3).	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why was winning the race less important than not giving up?"
- Highlight: "Tone tells you more than words sometimes."
- = Quick quiz: "Which sentence shows an ongoing action? 'She ran' or 'She was running'?"

✒ E) Home Assignment

- Write 5 sentences using past simple and past continuous:
- While I was doing my homework, my brother...
- I was walking home when...
- She was speaking when the bell

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 3**
Lesson Name	**Facing Traffic Challenges**
Pages	**pp. 46-47**
Title	**Facing Traffic Challenges**

Lesson 3: Facing Traffic Challenges

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main problem and solutions described in a text about traffic in Cairo.
- Use context clues to understand vocabulary related to urban planning: flyover, monorail, tunnel, traffic jam, stressed.
- Explain how new infrastructure projects solve real-life problems.

❋ Teaching Strategies

- Guided reading with annotation
- Problem-solution mapping activity
- Cause-and-effect chain game

⚙ Resources Needed

- Printed text: "Traffic Problems in Cairo and Their Solutions"
- Flashcards: flyover, monorail, tunnel, traffic jam, stressed
- Map of Cairo showing major bridges and lines

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Do you get stuck in traffic? How does it make you feel?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
flyover	*e.g., "That's a great example of flyover."*
monorail	*e.g., "That's a great example of monorail."*
tunnel	*e.g., "That's a great example of tunnel."*
traffic jam	*e.g., "That's a great example of traffic jam."*
stressed	*e.g., "That's a great example of stressed."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*Egypt is working to solve this problem,*
Target Language Structure	*Now, traffic is a little better.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer open-ended questions (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In groups, complete a "Problem-Solution" chart for Cairo's traffic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why are public transport projects important for the environment?"
- Connect: "Big changes start with small actions — like choosing the metro."
- Summarize: "Cities grow by solving problems, not ignoring them."

✒ E) Home Assignment

- Write 5 sentences using "because," "so," or "although":
- Cairo has traffic jams because there are too many cars.
- The monorail helps people move around, so they drive less.
- Although the roads are busy, the new bridges make travel faster.

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — Inspiring Success**
Pages	**pp. 48-49**
Title	**Story Time — Inspiring Success**

Lesson 4: Story Time — Inspiring Success

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in Chapter Three of "The Little Inventor'.
- Match abstract values: creativity, display, honestly, inspire, determination to their definitions.
- Answer literal and inferential questions about Amal's presentation.

❋ Teaching Strategies

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Amal's robot speaking

⚙ Resources Needed

- Printed story text
- Value cards: creativity, display, honestly, inspire, determination
- Post-it notes for "I felt proud when..."

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever been judged for being different? What happened?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
creativity	*e.g., "That's a great example of creativity."*
display	*e.g., "That's a great example of display."*
honestly	*e.g., "That's a great example of honestly."*
inspire	*e.g., "That's a great example of inspire."*
determination	*e.g., "That's a great example of determination."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*You showed determination, honesty. You worked hard without giving up.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Multiple choice (Q4). • Answer open-ended questions (Q5).	• Answer critical thinking Q1-2 (p.49).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they were proud for being honest or creative.
- Teacher connects: "Amal didn't win a prize — she won respect."
- Summarize: "Real winners don't need trophies — they leave inspiration."

✒ E) Home Assignment

- Write a paragraph: "I felt proud when I...". Use at least 3 target words. Explain why it mattered more than winning.

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 5**
Lesson Name	**When Things Get Hard (Let's Talk)**
Pages	**pp. 50-51**
Title	**When Things Get Hard (Let's Talk)**

Lesson 5: When Things Get Hard (Let's Talk)

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: challenge, discouraged, determined, courage, obstacle, honestly, agreement.
- Understand conversational phrases for expressing vulnerability: "To be honest," "I didn't expect that," "I agree."
- Listen for details in a conversation about facing fear and admitting uncertainty.

✳ Teaching Strategies

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Phrase bank practice: "To be honest...", "I didn't expect that..."

⚙ Resources Needed

- Printed dialogue: "When Things Get Hard"
- Phrase flashcards: "To be honest...", "I didn't expect that...", "I agree"
- Scenario cards: "You forgot your speech," "You made a mistake in front of class"

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- Is it brave to say 'I don't know'? Why or why not?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
challenge	*e.g., "That's a great example of challenge."*
discouraged	*e.g., "That's a great example of discouraged."*
determined	*e.g., "That's a great example of determined."*
courage	*e.g., "That's a great example of courage."*
obstacle	*e.g., "That's a great example of obstacle."*

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New Word	Example
honestly	*e.g., "That's a great example of honestly."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*To be honest...*
Target Language Structure	*I didn't expect that...*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, role-play: "One person admits they're nervous. The other responds with encouragement.'

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on honesty and kindness.
- Teacher highlights: "Admitting fear isn't weakness — it's bravery."
- Summarize: "Real strength is being honest, even when it's hard."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends. One is struggling with a challenge. The other uses "To be honest," "I agree," and "I didn't expect that." End with encouragement.

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Unit	**Unit 3: Facing Challenges**
Lesson No.	**Lesson 6**
Lesson Name	**The Power of Facing Challenges**
Pages	**p. 52**
Title	**The Power of Facing Challenges**

Lesson 6: The Power of Facing Challenges

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Reflect on all six lessons and identify key learnings from the unit.
- Collaborate in groups during "Circle Sharing" to generate ideas
- Create a well-organized paragraph (90-100 words) describing a personal challenge overcome.

❋ Teaching Strategies

- Collaborative learning (Kagan structures)
- Paragraph planning graphic organizer
- Peer editing checklist

⚙ Resources Needed

- Sample paragraph from p.52
- Word bank flashcards
- Writing template: Topic Sentence / Supporting Details / Conclusion

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What is one word or idea you remember from this unit?
- Which lesson in this unit did you enjoy the most? Why?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
challenge	*e.g., "That's a great example of challenge."*
courage	*e.g., "That's a great example of courage."*
discouraged	*e.g., "That's a great example of discouraged."*
determination	*e.g., "That's a great example of determination."*
obstacle	*e.g., "That's a great example of obstacle."*

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New Word	Example
stressed	*e.g., "That's a great example of stressed."*

2. New Structure (Grammar Examples)

Structure	Example
Review: Unit Vocabulary & Structures	*Use key vocabulary and grammar structures from the whole unit in the project sentences.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Circle Sharing: each group passes a paper and adds one idea about the unit topic. • Groups answer teacher-led discussion questions reviewing key vocabulary and structures.	• In groups, students design and present their project (poster / journal / mind map) using unit vocabulary and structures, then take part in a gallery walk.

✓ D) Feedback and Consolidation (10 min)

- Gallery walk: All paragraphs displayed. Students give thumbs up/down + one compliment.
- Class vote: "Most inspiring story?" "Best use of past continuous?"
- Teacher summarizes: "Today we didn't just learn about challenges — we celebrated the courage to face them."

✒️ E) Home Assignment

- Take your paragraph home and read it to your family. Write down one thing they said.

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 1**
Lesson Name	**A Journey Through Art!**
Pages	**pp. 59-61**
Title	**A Journey Through Art!**

Lesson 1: A Journey Through Art!

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify different types of art works mentioned in the text (paintings, sculptures, performances)
- Use context clues to understand vocabulary related to art: art work, sculpture, special, valuable, original.
- Explain why creativity is considered an important life skill

✳ Teaching Strategies

- Guided reading with annotation
- Think-Pair-Share on "What is art?"
- Vocabulary matching game

⚙ Resources Needed

- Printed text: "A World of Imagination!"
- Flashcards: art work, sculpture, special, valuable, original, creativity, imagination
- Whiteboard for mind map: "Types of Art"

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- Do you think everyone can be an artist? Why or why not?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
art work	*e.g., "That's a great example of art work."*
sculpture	*e.g., "That's a great example of sculpture."*
special	*e.g., "That's a great example of special."*
valuable	*e.g., "That's a great example of valuable."*
original	*e.g., "That's a great example of original."*
creativity	*e.g., "That's a great example of creativity."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*An art work is anything an artist makes to express their ideas and emotions,*
Target Language Structure	*Creativity helps us solve problems and think in new ways,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-4 (main goal of art, message of art, importance of creativity, what you discover when looking closely). • Match words to meanings (Q5).	• In pairs, discuss: "What kind of art do you like? Why?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is art called a 'world language'?"
- Emphasize: "Art speaks to feelings we all understand, even without words."
- Teacher summarizes: "Art isn't just what's in museums — it's in every creative act."

✒ E) Home Assignment

- Write 5 sentences about art:
- Art is a way to express...
- I see art when |.
- Creativity helps me because...

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 2**
Lesson Name	**Exploring Art: Listen Up!**
Pages	**pp. 61-63**
Title	**Exploring Art: Listen Up!**

Lesson 2: Exploring Art: Listen Up!

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of an interview with an artist.
- Extract specific details about materials used and messages in art.
- Use context clues to understand vocabulary: colorful, clay, engage with, incredible, interactive, message.

❋ Teaching Strategies

- Predictive listening: "What might this artist use to make art?"
- Jigsaw listening: assign groups to listen for different details
- Descriptive language practice: "How does this make you feel?"

⚙ Resources Needed

- Audio recording: Interview with Youssef the artist
- Worksheet with matching and True/False tasks (p.62)
- Flashcards: colorful, clay, engage with, incredible, interactive, message

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What is an art work?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
colorful	*e.g., "That's a great example of colorful."*
clay	*e.g., "That's a great example of clay."*
engage with	*e.g., "That's a great example of engage with."*
incredible	*e.g., "That's a great example of incredible."*
interactive	*e.g., "That's a great example of interactive."*
message	*e.g., "That's a great example of message."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*I use clay and metal,*
Target Language Structure	*My art should engage people,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Match words to meanings (Q2). • True/False (Q3).	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is it powerful when art lets people interact with it?"
- Highlight: "Art isn't just to look at — it's to feel and think about."
- = Quick quiz: "Which word means 'to involve someone actively'?" (Answer: engage with)

✒ E) Home Assignment

- Write 5 sentences using target vocabulary:
- The sculpture is made from clay and looks incredible.
- I want my art to engage people and send a strong message.
- My favorite painting is colorful and full of emotion.

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 3**
Lesson Name	**An Article About an Artist**
Pages	**pp. 63-65**
Title	**An Article About an Artist**

Lesson 3: An Article About an Artist

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify specific details about Mahmoud Mokhtar's life and achievements.
- Use context clues to understand vocabulary: national, promote, recognition, participate, sculptor.
- Explain why Mokhtar's art was important to Egyptian identity.

❋ Teaching Strategies

- Guided reading with annotation
- Timeline activity: Key events in Mokhtar's life
- Vocabulary matching game

⚙ Resources Needed

- Printed text: "Mahmoud Mokhtar"
- Flashcards: national, promote, recognition, participate, sculptor
- Whiteboard for timeline: "Life of Mahmoud Mokhtar"

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Who is a famous Egyptian artist you know?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
national	*e.g., "That's a great example of national."*
promote	*e.g., "That's a great example of promote."*
recognition	*e.g., "That's a great example of recognition."*
participate	*e.g., "That's a great example of participate."*
sculptor	*e.g., "That's a great example of sculptor."*

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2. New Structure (Grammar Examples)

Structure	Example
Past Simple Tense	*She was born in Egypt.*
Past Simple Tense	*He studied very hard.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-4 (where he studied, most famous sculptures, why important, born year). • Choose correct answers (Q4).	• In pairs, ask: "Why do you think his statue became a national symbol?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "How can art help a country show its identity?"
- Emphasize: "Mokhtar didn't just make statues — he told Egypt's story."
- Summarize: "True art connects the past to the future."

✒ E) Home Assignment

- Write 5 sentences about Mahmoud Mokhtar using past simple tense:
- He was born in 1891.
- He studied in Egypt and Paris.
- He created the Nahdat Misr statue.

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — The Adventure of the Hidden Island**
Pages	**pp. 65-67**
Title	**Story Time — The Adventure of the Hidden Island**

Lesson 4: Story Time — The Adventure of the Hidden Island

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in the story "The Adventure of the Hidden Island".
- Match abstract values: appreciate, explore, freedom, compass, sky to their definitions.
- Answer literal and inferential questions about teamwork and respect.

✳ Teaching Strategies

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out the group deciding to sail

⚙ Resources Needed

- Printed story text
- Value cards: appreciate, explore, freedom, compass, sky
- Post-it notes for "I felt this when..."

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever gone on an adventure? What happened?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
appreciate	*e.g., "That's a great example of appreciate."*
explore	*e.g., "That's a great example of explore."*
freedom	*e.g., "That's a great example of freedom."*
compass	*e.g., "That's a great example of compass."*
sky	*e.g., "That's a great example of sky."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*We respect each other's thoughts.*
Target Language Structure	*Just like art, exploration needs creativity and respect.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Multiple choice (Q4), • Answer open-ended questions (Q5).	• Answer critical thinking Q1—4 (p.67).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they felt respected in a group
- Teacher connects: "In art, like in this story, everyone's voice adds something unique."
- Summarize: "True creativity happens when differences are celebrated, not ignored."

✒ E) Home Assignment

- Write a paragraph: "I felt free to share my idea when...". Use at least 3 target words. Explain why it mattered.

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 5**
Lesson Name	**Let's Talk**
Pages	**pp. 67-69**
Title	**Let's Talk**

Lesson 5: Let's Talk

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: artist, symbol, amazing, creativity, imagination, star, actress, original.
- Understand conversational phrases for discussing art: "I think it's amazing," "It deserves more recognition," "It's so original."
- Listen for details in a conversation between a student and teacher.

✳ Teaching Strategies

- Conversation analysis: Identify opinion phrases
- Role-play practice with dialogue prompts
- Connector matching game

⚙ Resources Needed

- Printed dialogue: "When Things Get Hard"
- Phrase flashcards: "I think it's amazing," "It deserves recognition," "It's so original"
- Connector cards: because, so, although, but

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- What makes art beautiful — the colors, the message, or the technique?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
artist	*e.g., "That's a great example of artist."*
symbol	*e.g., "That's a great example of symbol."*
amazing	*e.g., "That's a great example of amazing."*
creativity	*e.g., "That's a great example of creativity."*
imagination	*e.g., "That's a great example of imagination."*
star	*e.g., "That's a great example of star."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*I think it's amazing.*
Target Language Structure	*It deserves more recognition.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, role-play: "One person describes a painting. The other gives an opinion using 'I think...' and a connector."

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on clarity and politeness.
- Teacher highlights: "You don't need to love everything — but you can respect it."
- Summarize: "Art invites us to think, feel, and talk — that's its power."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends visiting a museum. One loves modem art. The other doesn't understand it. Use at least 3 target vocabulary words and 2 connectors (because, so, although, but)

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Unit	**Unit 4: Art and Expression**
Lesson No.	**Lesson 6**
Lesson Name	**My Performance Review**
Pages	**pp. 69-71**
Title	**My Performance Review**

Lesson 6: My Performance Review

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: artist, symbol, amazing, creativity, imagination, star, actress, original.
- Write a clear, coherent email (0-100 words) describing a favorite type of art.
- Structure writing with greeting, body, and closing

❋ Teaching Strategies

- Model email analysis: "Does Art Only Mean Painting?"
- Sentence starter support
- Peer editing checklist

⚙ Resources Needed

- Sample email (p.70)
- Word bank flashcards
- Punctuation rule poster

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What type of art does Ayman write about?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
actress)	*e.g., "That's a great example of actress)."*
titles	*e.g., "That's a great example of titles."*
pronoun "I"	*e.g., "That's a great example of pronoun "I"."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*Write back soon!*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q1-7). • Guided writing: Use sentence starters:	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'imagination' and 'original' perfectly!"

✒ E) Home Assignment

- Write your own 90-100 word email to a friend about your favorite type of art. Use at least 6 words from the word bank.
- End with "Write back soon!"

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 1**
Lesson Name	**Have You Ever Explored the World?**
Pages	**pp. 73-74**
Title	**Have You Ever Explored the World?**

Lesson 1: Have You Ever Explored the World?

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a travel blog about Japan and Morocco.
- Extract specific details about cultural aspects, landmarks, and daily life in each country.
- Use context clues to infer meanings of new vocabulary related to travel and culture.

❋ Teaching Strategies

- Guided reading with annotation
- Think-Pair-Share on "What makes a place special?"
- Fact vs. Opinion sorting activity

⚙ Resources Needed

- Printed blog post: "A Blogger's Journey (Japan and Morocco)"
- Flashcards: continent, capital, landmark, population, tradition
- World map showing Japan and Morocco

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever traveled to another country? What was it like?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
continent	*e.g., "That's a great example of continent."*
capital	*e.g., "That's a great example of capital."*
landmark	*e.g., "That's a great example of landmark."*
population	*e.g., "That's a great example of population."*

2. New Structure (Grammar Examples)

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Structure	Example
Target Language Structure	*Tokyo is one of the most organized places I've ever seen.*
Target Language Structure	*The energy in the streets was stronger.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1—4 (countries visited, which city was quieter, population comparison, description of • Choose correct answers (Q4).	• In pairs, complete a Venn diagram comparing Japan and Morocco using details from the text.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why does Rokaya say 'we can learn when we're curious and open to new traditions'?"
- Emphasize: "Travel isn't just sightseeing—it's understanding different ways of life."
- Teacher summarizes: "Facts tell us what happened. Opinions tell us how someone felt about it."

✒ E) Home Assignment

- Write 5 sentences comparing Japan and Morocco using comparative forms:
- Tokyo has a larger population than Marrakech
- The streets of Marrakech are more colorful than those of Tokyo.
- Mount Fuji is more impressive than the Koutoubia Mosque.

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 2**
Lesson Name	**A Tour Around Cairo**
Pages	**pp. 75-76**
Title	**A Tour Around Cairo**

Lesson 2: A Tour Around Cairo

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea and key details from an audio tour of Cairo.
- Extract specific information such as names, numbers, locations, and facts mentioned in the audio.
- Match vocabulary related to tourism and Egyptian heritage to their definitions.

❋ Teaching Strategies

- Predictive listening: "What might a guide say about the Pyramids?"
- Jigsaw listening: assign groups to listen for different details
- Vocabulary matching game

⚙ Resources Needed

- Audio recording: "A Tour Around Cairo"
- Worksheet with matching and multiple-choice tasks (p.75)
- Flashcards: treasure, souvenirs, mysterious, mummies, mask

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What do you know about ancient Egypt?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
treasure	*e.g., "That's a great example of treasure."*
souvenirs	*e.g., "That's a great example of souvenirs."*
mysterious	*e.g., "That's a great example of mysterious."*
mummies	*e.g., "That's a great example of mummies."*
mask	*e.g., "That's a great example of mask."*

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2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*The Pyramids are over 4,500 years old,*
Target Language Structure	*Khan El-Khalili is a famous market,*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Match words to meanings (Q3). • Multiple choice (Q4).	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why are mummies and masks important to understanding ancient Egypt?"
- Highlight: "Tour guides help us connect history to today."
- = Quick quiz: "Which landmark is known for its giant lion body and human head?" (Answer: The Sphinx)

✒ E) Home Assignment

- Write 5 sentences using superlatives and comparatives about Cairo landmarks:
- The Great Pyramid is the largest pyramid in Egypt.
- The Sphinx is older than the Grand Egyptian Museum.
- Khan El-Khalili is the most colorful market in Cairo.

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 3**
Lesson Name	**Around the World in Four Amazing Places**
Pages	**pp. 77-78**
Title	**Around the World in Four Amazing Places**

Lesson 3: Around the World in Four Amazing Places

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea of a travel guide featuring four global wonders.
- Extract specific details about location, age, features, and cultural significance of each site.
- Use context clues to understand vocabulary: trail, lagoon, charm, glacier.

❋ Teaching Strategies

- Guided reading with annotation
- Travel brochure design activity
- "Dream Destination" ranking game

⚙ Resources Needed

- Printed text: "Welcome to Wonder Wander Tours!"
- Flashcards: trail, lagoon, charm, glacier
- World map with pins for Petra, Machu Picchu, Reykjavik, Chefchaouen

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What's the most amazing place you've heard of?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
trail	*e.g., "That's a great example of trail."*
lagoon	*e.g., "That's a great example of lagoon."*
charm	*e.g., "That's a great example of charm."*
glacier	*e.g., "That's a great example of glacier."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Practice using today's key vocabulary in a*

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Structure	Example
	full sentence.

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-3 (main idea, how to reach Machu Picchu, why Chefchaouen is special). • Complete sentences with target vocabulary (Q4).	• In pairs, rank the four places from "Most to Least Want to Visit' and explain why.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why do you think nature-based sites like glaciers and lagoons attract tourists?"
- Emphasize: 'These places aren't just beautifulthey're part of our planet's heritage."
- Summarize: "Wonders are special because they combine beauty, history, and mystery."

✒ E) Home Assignment

- Write 5 sentences using superlatives about the four places
- Petra is the most ancient city I want to visit.
- Machu Picchu is the highest ancient city in the world.
- The Blue Lagoon is the warmest natural pool on Earth.

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — Freedom and Friendship**
Pages	**pp. 79-80**
Title	**Story Time — Freedom and Friendship**

Lesson 4: Story Time — Freedom and Friendship

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in Chapter Two of "The Adventure of the Hidden Island".
- Match abstract values: freedom, respect, safety, creativity to their definitions.
- Answer literal and inferential questions about teamwork and personal growth.

❋ Teaching Strategies

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out the group exploring the island

⚙ Resources Needed

- Printed story text
- Value cards: freedom, respect, safety, creativity
- Post-it notes for "I felt this when..."

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What does 'freedom' mean to you? Can you be free even if you're not alone?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
freedom	*e.g., "That's a great example of freedom."*
respect	*e.g., "That's a great example of respect."*
safety	*e.g., "That's a great example of safety."*
creativity	*e.g., "That's a great example of creativity."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Freedom wasn't about doing anything you*

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Structure	Example
	wanted, but about respecting one another, listening, and working together.

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Multiple choice (Q3), • Answer open-ended questions (Q4).	• Answer critical thinking Q1-2 (p.80).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they felt free while working with others.
- Teacher connects: "True freedom comes from mutual respect—not chaos."
- Summarize: "In travel and in life, the best adventures happen when we care for each other."

✒ E) Home Assignment

- Write a paragraph: "I felt free when...". Use at least 3 target words. Explain why that moment mattered.

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 5**
Lesson Name	**Let's Talk**
Pages	**pp. 81-82**
Title	**Let's Talk**

Lesson 5: Let's Talk

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: carved, colorful, impressive, local, memory, peace, souvenir, awhile:
- Understand conversational phrases for sharing travel experiences: "It was one of the most...", "I learned a lot about...",
- "I bought... as a souvenir."

✳ Teaching Strategies

- Conversation analysis: Identify tenses used
- Role-play practice with dialogue prompts
- Tense sorting game: Present Perfect vs. Past Simple

⚙ Resources Needed

- Printed dialogue: "Around the World"
- Phrase flashcards: "one of the most...", "I learned a lot about...", "as a souvenir"
- Tense cards: Present Perfect / Past Simple

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever been to a famous landmark? What did you see?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
carved	*e.g., "That's a great example of carved."*
colorful	*e.g., "That's a great example of colorful."*
impressive	*e.g., "That's a great example of impressive."*
local	*e.g., "That's a great example of local."*
memory	*e.g., "That's a great example of memory."*
peace	*e.g., "That's a great example of peace."*

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2. New Structure (Grammar Examples)

Structure	Example
Past Simple Tense	*I've seen the Colosseum.*
Past Simple Tense	*It was built in 70 AD.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, role-play: "One person describes a trip to the Taj Mahal. The other asks about the experience."

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on tense accuracy.
- Teacher highlights: "We use present perfect to talk about life experiences. We use past simple for specific times or facts."
- Summarize: "Talking about travel helps us connect cultures—and our own stories."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends. One has visited the Eiffel Tower. The other wants to go. Use both present perfect and past simple tenses. Include at least 3 target vocabulary words.

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Unit	**Unit 5: Around the World**
Lesson No.	**Lesson 6**
Lesson Name	**Come Explore with Us!**
Pages	**pp. 83-84**
Title	**Come Explore with Us!**

Lesson 6: Come Explore with Us!

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: organized, culture, landmark, souvenirs, traditional, impressive, treasures, curious, trading city, ceremony, population.
- Write a clear, coherent social media post (90-100 words) describing a dream destination.
- Apply social media conventions: catchy intro, short sentences, emojis, positive tone.

❋ Teaching Strategies

- Model social media post analysis
- Sentence starter support
- Peer editing checklist

⚙ Resources Needed

- Sample social media post (p.83)
- Word bank flashcards
- Punctuation rule poster

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What makes this post effective?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
organized	*e.g., "That's a great example of organized."*
culture	*e.g., "That's a great example of culture."*
landmark	*e.g., "That's a great example of landmark."*
souvenirs	*e.g., "That's a great example of souvenirs."*
traditional	*e.g., "That's a great example of traditional."*
impressive	*e.g., "That's a great example of impressive."*

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2. New Structure (Grammar Examples)

Structure	Example
Exclamation Marks for Strong Feeling	*My Egyptian adventure has been incredible!*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q1-5). • Guided writing: Use sentence starters:	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'tradition' and 'treasures' perfectly!"

✒ E) Home Assignment

- Write your own 90-100 word social media post about a country you'd love to visit. Use at least 6 words from the word bank. Include one emoji and a question at the end.

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 1**
Lesson Name	**Making Your Ideas Happen**
Pages	**pp. 89-90**
Title	**Making Your Ideas Happen**

Lesson 1: Making Your Ideas Happen

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the five key steps in turning an idea into an invention
- Use context clues to understand vocabulary: complex, impact, step, thought, version.
- Explain why identifying a problem is the first step in innovation

❋ Teaching Strategies

⚙ Resources Needed

- Printed text: "Making Your Ideas Happen"
- Flashcards: complex, impact, step, thought, version
- Whiteboard for "Innovation Process Steps" diagram

⚑ Steps to Follow

✵ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever had a great idea? What happened?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
complex	*e.g., "That's a great example of complex."*
impact	*e.g., "That's a great example of impact."*
step	*e.g., "That's a great example of step."*
thought	*e.g., "That's a great example of thought."*
version	*e.g., "That's a great example of version."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*The most important thing is the impact — how it helps people.*

✎ C) Practice

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1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Answer Q1-4 (order of steps, purpose of model, etc.). • Match words to meanings (5).	• In pairs, identify a small problem (e.g, messy desk, forgetting homework) and brainstorm how to solve it using the 5 steps.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why do many inventions fail at the testing stage?"
- Emphasize: "Failure is part of learning — change and try again!"
- Teacher summarizes: "Great ideas start small. Patience and effort turn thoughts into impact."

✒️ E) Home Assignment

- Write 5 sentences about a problem you'd like to solve:
- I think there's a problem when
- My idea is to...
- First, I would make a plan to...

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 2**
Lesson Name	**Inspiring Innovators**
Pages	**pp. 91-92**
Title	**Inspiring Innovators**

Lesson 2: Inspiring Innovators

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify the main idea and key details of Dr. Anmed Zewail's life and achievements.
- Extract specific facts: birthplace, education, discovery, award, and legacy.
- Use context clues to understand vocabulary: scientific, success, inventors, work hard.

❋ Teaching Strategies

- Predictive listening: "What might a Nobel Prize winner do?"
- Jigsaw listening: assign groups to listen for different details
- Grammar focus: Past Simple for biography

⚙ Resources Needed

⚑ Steps to Follow

✵ A) Warm Up & Revision (5 min) — Questions Only

- Who is a famous scientist you know? Why are they famous?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
scientific	*e.g., "That's a great example of scientific."*
success	*e.g., "That's a great example of success."*
inventors	*e.g., "That's a great example of inventors."*

2. New Structure (Grammar Examples)

Structure	Example
Past Simple Tense	*She was born in Egypt.*
Past Simple Tense	*He studied very hard.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

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Controlled Practice	Free Practice
• Listen and match words to meanings (Q5). • True/False (Q4)	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why was his discovery of femtoseconds revolutionary?"
- Highlight: "He didn't just discover something — he opened doors for future scientists."
- Quick quiz: "Which sentence uses past simple? 'He works' or 'He worked'?"

✒️ E) Home Assignment

- Write 5 sentences about Dr. Zewail using past simple tense:
- He was born in Damietta in 1946.
- He studied at Alexandria University.
- He discovered femtosecond chemistry.

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 3**
Lesson Name	**A Man of Impact**
Pages	**pp. 93-94**
Title	**A Man of Impact**

Lesson 3: A Man of Impact

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify specific details about Hany Aziz's life, career, and contributions.
- Use context clues to understand vocabulary: chief, biomedical, engineer, sensors, inventors.
- Explain how science and technology can improve lives.

✳ Teaching Strategies

- Guided reading with annotation
- Vocabulary mapping: word families (engineer — biomedical engineer)
- Real-world connection: "How do sensors help people?"

⚙ Resources Needed

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- What does an engineer do? Can engineers help sick people?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
chief	*e.g., "That's a great example of chief."*
biomedical	*e.g., "That's a great example of biomedical."*
engineer	*e.g., "That's a great example of engineer."*
sensors	*e.g., "That's a great example of sensors."*
inventors	*e.g., "That's a great example of inventors."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Practice using today's key vocabulary in a*

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Structure	Example
	full sentence.

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Fill in blanks using target words (Q4), • Students complete the related workbook exercises and check answers with a partner.	• In pairs, discuss: "How could a sensor help someone who is deaf or blind?"

✓ D) Feedback and Consolidation (10 min)

- Discuss: "Why is working with family important?"
- Emphasize: "True innovation isn't just about machines — it's about humanity."
- Summarize: "Hany Aziz is a role model because he builds bridges — between countries, disciplines, and generations."

✒ E) Home Assignment

- Write 5 sentences about Hany Aziz using target vocabulary:
- He is a famous Egyptian engineer.
- He worked as the chief engineer for Berlin Main Station.
- His relative is a biomedical engineer.

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 4**
Lesson Name	**Story Time — Teamwork and Leadership**
Pages	**pp. 94-95**
Title	**Story Time — Teamwork and Leadership**

Lesson 4: Story Time — Teamwork and Leadership

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify characters and events in Chapter Three of "The Adventure of the Hidden Island".
- Match abstract values: leadership, creativity, appreciation, freedom, respect to their definitions.
- Answer literal and inferential questions about teamwork and leadership.

❋ Teaching Strategies

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Hany saying "leadership is about caring..."

⚙ Resources Needed

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- Have you ever worked on a team project? What made it successful?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
leadership	*e.g., "That's a great example of leadership."*
creativity	*e.g., "That's a great example of creativity."*
appreciation	*e.g., "That's a great example of appreciation."*
freedom	*e.g., "That's a great example of freedom."*

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*Leadership isn't about being the loudest, it's about caring for others and helping them*

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Structure	Example
	shine.
Target Language Structure	*Creativity makes every adventure more fun!*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Multiple choice (Q3). • Answer open-ended questions (Q4)	• Answer critical thinking Q1-3 (p.95).

✓ D) Feedback and Consolidation (10 min)

- Each student shares one time they helped someone else succeed
- Teacher connects: "Real leaders don't take credit — they lift others up."
- Summarize: "Innovation doesn't happen alone — it happens when teams respect each other's ideas."

✒ E) Home Assignment

- Write a paragraph: "I learned that leadership means...". Use at least 3 target words. Explain why it matters.

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 5**
Lesson Name	**Let's Talk**
Pages	**pp. 96-97**
Title	**Let's Talk**

Lesson 5: Let's Talk

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: innovate, invention, impact, feedback, deadline, solar-powered, water-saving.
- Understand conversational phrases for discussing innovation: "If we...", "It could really help...", "Small ideas can make a big difference."
- Listen for details in a conversation about developing a prototype.

✳ Teaching Strategies

- Conversation analysis: Identify conditional structures
- Role-play practice with dialogue prompts
- Conditional sentence sorting game

⚙ Resources Needed

- Printed dialogue: "Young Innovators"
- Phrase flashcards: "If we...", "It could really help...", "Small ideas can make a big difference."
- Conditional card sets: First vs. Second Conditional

⚑ Steps to Follow

✳ A) Warm Up & Revision (5 min) — Questions Only

- What's an invention you wish existed? Why?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
innovate	*e.g., "That's a great example of innovate."*
invention	*e.g., "That's a great example of invention."*
impact	*e.g., "That's a great example of impact."*
feedback	*e.g., "That's a great example of feedback."*
deadline	*e.g., "That's a great example of deadline."*
solar-powered	*e.g., "That's a great example of solar-*

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New Word	Example
	powered."

2. New Structure (Grammar Examples)

Structure	Example
Target Language Structure	*If we build a model, we can test it.*
Target Language Structure	*If I had more time, I would design a solar-powered backpack.*

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q4). • Students complete the related workbook exercises and check answers with a partner.	• In pairs, create your own dialogue: "We want to invent a device to help students remember homework."

✓ D) Feedback and Consolidation (10 min)

- Volunteers perform role-plays. Class gives feedback on clarity and grammar.
- Teacher highlights: "Imagination + reality = innovation."
- Summarize: "Don't wait for perfection — start with an idea, get feedback, and improve."

✒ E) Home Assignment

- Write a dialogue (80-100 words) between two friends planning an invention. Use at least 3 conditional sentences.
- Include one first conditional and one second conditional.

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Unit	**Unit 6: Young Innovators**
Lesson No.	**Lesson 6**
Lesson Name	**My Role Model: An Innovator**
Pages	**pp. 98-99**
Title	**My Role Model: An Innovator**

Lesson 6: My Role Model: An Innovator

✓ Learning Objectives — By the end of this lesson, students will be able to:

- Identify target vocabulary: victory, enemy, honored, army, secretly, smart.
- Write a clear, coherent biography (90-100 words) about a young innovator.
- Structure writing with topic sentence, supporting details, and conclusion.

❋ Teaching Strategies

- Model biography analysis: "Ahmed Idris"
- Sentence starter support
- Peer editing checklist

⚙ Resources Needed

⚑ Steps to Follow

❋ A) Warm Up & Revision (5 min) — Questions Only

- What do you think he did?

✦ B) Presentation (10 min)

1. New Vocabulary

New Word	Example
victory	*e.g., "That's a great example of victory."*
enemy	*e.g., "That's a great example of enemy."*
honored	*e.g., "That's a great example of honored."*
army	*e.g., "That's a great example of army."*
secretly	*e.g., "That's a great example of secretly."*
smart	*e.g., "That's a great example of smart."*

2. New Structure (Grammar Examples)

Structure	Example
Past Simple Tense	*Ahmed Idris was a brave Nubian soldier...*
Past Simple Tense	*His idea helped win the war and earned him*

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Structure	Example
	honor.

✎ C) Practice

1. Controlled Practice (10 min) & 2. Free Practice (10 min)

Controlled Practice	Free Practice
• Complete gap-fill (Q1-6) • Guided writing: Use sentence starters:	• In pairs or small groups, students use the target language in a short communicative speaking task related to the lesson topic.

✓ D) Feedback and Consolidation (10 min)

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'secretly' and 'smart' perfectly!"

✒ E) Home Assignment

- Write your own 90-100 word biography about a young innovator you admire. Use at least 5 words from the word bank.
- End with a sentence explaining why they inspire you.

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